

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section reviews the theoretical framework relevant to the study, including the use of Canva-based presentations in language learning, speaking activities in EFL classrooms, students' perceptions, and related studies.

2.1 Teaching and Learning Media

Teaching and learning media occupy a central place in EFL instruction because they mediate how material reaches students and how well that material is retained. Mayer's account of multimedia learning is particularly relevant here: he argues that learners process information more effectively when verbal and visual channels are engaged together, since the two channels support each other in working memory rather than competing for the same cognitive resources. Applied to a speaking classroom, this suggests that a tool combining images and text, such as a presentation slide, is not merely decorative but does real cognitive work for the student preparing to speak. This theoretical claim is echoed at the classroom level by Nuriyah et al. (2024), who found that technology-based learning media encourage students to construct knowledge actively, interact more with instructional content, and develop communicative skills; in other words, empirical evidence that the cognitive benefit Mayer describes in theory shows up as observable engagement in practice. Taken together, these two points justify treating Canva, the medium at the center of this study, as more than a presentation tool: if multimedia processing genuinely eases cognitive load, then a Canva-based

presentation may function as scaffolding that helps students organize what they want to say before they say it the mechanism this study sets out to examine among the participants in Ciamis

2.2 Traditional Presentation Media

Before narrowing the discussion to Canva, it is useful to situate it among the presentation media more traditionally used in EFL classrooms. Before the emergence of cloud-based design platforms, slide-based software such as Microsoft PowerPoint was the dominant tool used to support oral presentations, and it has been shown to genuinely help organize content and boost students' confidence when speaking in front of an audience(Giang, 2024). However, traditional software such as PowerPoint typically requires installation on a specific device, offers a steeper learning curve because of its extensive editing and animation features, and depends less on ready-made design templates, which means students without a design background often need more time and effort to produce a visually appealing slide(Ramli, 2025). Canva, by contrast, is entirely cloud-based, so it can be accessed from any device with an internet connection without installation, and its ready-to-use templates and drag-and-drop interface allow students with little to no design experience to produce professional-looking slides more quickly. At the same time, this convenience comes with its own trade-off: because Canva depends on a stable internet connection, students may face accessibility issues that traditional, offline software does not have(Ramli,2025)This comparison suggests that while traditional presentation media remain effective for organizing spoken content, Canva offers a

lower technical barrier that may be particularly relevant for EFL students who are still developing their design and presentation skills alongside their speaking ability.

2.3 Canva-Based Presentations in EFL Learning

Canva-based presentations in this study are grounded in Multimedia Learning Theory, which holds that learners understand material more deeply when spoken or written explanations are combined with relevant visuals, such as images, colors, and graphics, rather than presented through text alone. Applying this idea to the EFL classroom, multimedia tools such as Canva help learners connect abstract linguistic concepts with concrete oral delivery by reducing the mental effort required to organize content and providing students with a visual structure for arranging their spoken ideas. Canva itself is a design platform that lets students combine text, images, icons, and other multimedia elements into a single slide, and prior research reports that learners generally find it easy to use (Hapsari and Darul 2023).

. Canva itself is a design platform that lets students combine text, images, icons, and other multimedia elements into a single slide, and prior research reports that learners generally find it easy to use and helpful for organizing their material before they speak. In the researcher's view, what makes Canva particularly relevant to speaking instruction is not the software itself but the planning process it requires: because students must decide what to put on each slide before they present, they are pushed to sequence their ideas logically ahead of time, which in turn can make their spoken delivery feel more organized and less improvised. This reasoning is consistent with a constructivist view of learning, in which students build their own

understanding by actively designing, arranging, and eventually presenting their own content, rather than simply receiving material passively (Aulia and Nugroho, 2025). Several empirical studies lend support to this theoretical framework. (Sari et al., 2023) reported that EFL students viewed Canva as an easy-to-use and creative platform for producing English learning materials, including presentation slides. In the researcher's interpretation, this ease-of-use matters for speaking practice specifically because it lowers the technical barrier between having an idea and preparing to say it out loud; students spend less time fighting the software and more time thinking about what they want to communicate. Separately, Sagala et al., (2025) found that combining visual and textual elements on a slide can reduce the mental effort a speaker needs to hold information in mind. Building on this finding, the researcher argues that this reduction in mental effort is directly relevant to speaking performance: a student who is not straining to remember what to say next has more attention available for pronunciation, intonation, and engaging the audience the elements that distinguish confident spoken delivery from a rehearsed recitation. Taken together, these two studies one centered on ease of use, the other on cognitive load point to a single mechanism relevant to this research: if Canva genuinely reduces both the technical and cognitive burden of preparation, students who use it for speaking activities may enter their presentations with clearer, more rehearsed ideas than students using plain text notes. Whether this mechanism actually holds for the participants of the present study, however, is precisely what this research sets out to examine, since neither study cited above tested it directly against a speaking outcome.

Furthermore, the link between Canva and speaking performance can be framed through constructivist learning theory Friska et al.,(2023) argue that students learn best when they actively engage in content creation, positioning multimedia tools as environments where learners build understanding through active engagement rather than receiving it passively. This claim maps onto the present study in a specific way: when students design their own Canva slides, they are not merely decorating a presentation but making a series of small decisions — what idea should come first, which image best supports which point, and how much text to include. Each of these decisions is, in itself, a form of active knowledge construction, which is precisely the mechanism that (Anggraeni and Pentury, (2022) describe. Framed this way, Canva-based preparation is not simply a visual aid layered on top of speaking practice; rather, it constitutes the constructivist process itself, made concrete through a design task. It is on this theoretical basis that the present study treats students' preparation process — and not only their final spoken output — as a meaningful object of investigation.

2.4 Speaking Activities in EFL Classrooms

Speaking is often regarded as the clearest evidence of language mastery, since it requires learners to produce ideas, opinions, and information in real time rather than simply recognizing correct forms on a test. Within Communicative Language Teaching (CLT), speaking is treated as both a goal and a means of learning: activities such as role-plays, discussions, and presentations give students a reason to negotiate meaning with an audience, not just to demonstrate grammar. (Rezalou and Yagiz, (2023)found that CLT-oriented classroom tasks were associated with

stronger oral performance among learners, which the present study takes as support for treating presentation-based speaking tasks, such as those built around Canva, as genuine opportunities for communicative practice rather than mere performance exercises.

At the same time, the shift toward communicative teaching does not automatically remove the practical difficulties many EFL learners face when speaking. Anxiety about being judged, uncertainty about one's own ability, and a shortage of low-stakes opportunities to talk in English are recurring obstacles reported in the literature, and they tend to have a chilling effect: students who feel these pressures often choose not to volunteer to speak at all, which limits how much they can improve.

From the researcher's perspective, a visual slide can function as a kind of safety net for a nervous speaker in the context of Canva-based presentations: rather than having to generate everything from memory, the student can lean on prepared visual cues, which may lower the perceived risk of speaking and, over time, make repeated practice less intimidating. This interpretation is supported by Rizkiya and Pratolo, (2023) Specifically link this reluctance to a fear of making mistakes in front of others. From the researcher's perspective, this finding is worth taking seriously in the context of Canva-based presentations, because a visual slide can function as a kind of safety net for a nervous speaker: rather than having to generate everything from memory, the student can lean on prepared visual cues, which may lower the perceived risk of speaking and, over time, make repeated practice less intimidating.

This concern connects to the Affective Filter Hypothesis, which proposes that strong negative emotions, such as anxiety or embarrassment, can act as a mental filter that blocks learners from processing and producing language even when they know the material. Arifin, (2017) observed this pattern among EFL students, whose competence did not always translate into confident speech because of this emotional barrier. Taken together with the discussion above, this suggests that any intervention aimed at improving speaking performance, including the introduction of a visual planning tool like Canva, should be evaluated not only for whether it improves the content of what students say, but for whether it also lowers the anxiety that keeps some students from speaking at all. This is the gap that the present study, focusing on Canva-based presentations, attempts to address in the sections that follow.

2.5 Previous Study

This section presents several previous studies related to speaking activities and the use of Canva in English language learning. These studies provide valuable insights into the findings of earlier research, highlight similarities and differences with the present study, and help identify research gaps that justify the need for further investigation. Therefore, the following studies are reviewed to support the development of the present research:

The first previous study was conducted by Ajiza et al., (2025). The study investigated the factors contributing to students' anxiety in speaking English and the strategies they used to overcome these difficulties. The findings revealed that fear of making mistakes, limited vocabulary, and lack of confidence were the major

factors influencing students' speaking anxiety. The similarity between the previous study and the present research lies in the focus on students' experiences during speaking activities. However, the previous study focused on speaking anxiety and coping strategies, whereas the present study focuses on students' perceptions of Canva-based presentations in speaking activities. A gap remains, however, regarding whether a structured visual tool such as Canva could help address the anxiety and confidence problems this study identified, rather than relying on coping strategies alone.

The second previous study was conducted by Diana et al.,(2024). The study explored the causes of speaking anxiety among EFL students and identified various strategies used to reduce anxiety during oral communication. The findings indicated that fear of negative evaluation, inadequate preparation, and limited English proficiency were among the main factors affecting students' speaking performance. Similar to the present study, this research examined students' experiences in speaking activities. Nevertheless, the previous study concentrated on anxiety-related issues, while the present study investigates students' perceptions, including the benefits and challenges of Canva-based presentations in speaking activities. Yet this study stops short of examining whether a specific tool, such as Canva, could function as one of the coping strategies it discusses, leaving room for the present research.

The third previous study was conducted by Betaubun and Rokhmah (2024). This study examined the implementation of the show-and-tell activity to improve students' speaking and communication skills in EFL classrooms. The findings

revealed that the activity encouraged students to communicate more actively and helped improve their confidence in expressing ideas orally. The similarity between the previous study and the present research lies in the focus on speaking activities in EFL learning. However, the previous study examined the effectiveness of a speaking activity in improving communication skills, whereas the present study focuses on students' perceptions of Canva-based presentations and the benefits and challenges they experience during speaking activities. Even so, this study centers on a non-digital activity, so it leaves open the question of whether a digital, visually supported format such as Canva produces similar or different benefits for speaking confidence.

The fourth previous study was conducted by Fitriamalia Gito, (2024). The study investigated students' perceptions of Canva as a learning medium in English classes. The findings showed that students had positive perceptions of Canva because it made learning activities more interesting, engaging, and easier to understand. The similarity between the previous study and the present research is that both examine students' perceptions of Canva in English learning. However, the previous study focused on Canva as a general learning medium, while the present study specifically explores Canva-based presentations in speaking activities. Because this study looks at Canva as a general learning medium rather than as a tool tied to a specific skill, it leaves a gap regarding how Canva functions when the task is specifically speaking rather than reading or writing. The fifth previous study was conducted by Alfathira et al.,(2024). The findings revealed that Canva supported students' creativity, communication skills, and active engagement in

learning tasks. The similarity between the previous study and the present research lies in the investigation of students' views regarding the use of Canva in English language learning. However, the previous study focused on multimodal composing activities, whereas the present study investigates students' perceptions of Canva-based presentations in speaking activities. This study, however, centers on composing multimodal texts rather than on oral delivery, so it does not address how Canva-based preparation translates into actual spoken performance, which is the gap the present study targets.

The sixth previous study was conducted by Savitri and Ratri (2025). The study examined students' perceptions of Canva as a digital learning medium in English education. The findings indicated that Canva increased students' motivation, participation, and interest in learning English. Furthermore, students perceived Canva as a useful platform that supported creativity and facilitated learning activities. The similarity between the previous study and the present research is the focus on students' perceptions of Canva in English learning. However, the previous study explored Canva as a digital learning medium in general, whereas the present study specifically investigates students' perceptions of Canva-based presentations in speaking activities. While informative about motivation and engagement, this study does not examine speaking activities specifically, leaving a gap concerning Canva's role in supporting the spoken, real-time delivery that speaking tasks require.

Taken together, the six previous studies above show a consistent pattern: research on speaking in EFL classrooms has largely examined psychological or

activity-based factors such as anxiety, coping strategies, and show-and-tell formats, while research on Canva has largely treated it as a general-purpose or writing-related learning medium. None of the studies reviewed combine the two by asking how a visually structured, Canva-based presentation format specifically shapes students' speaking performance and confidence. This combined gap, identified separately within each study above, is what motivates the present research, which investigates students' perceptions of Canva-based presentations in speaking activities at a Vocational high school in Ciamis